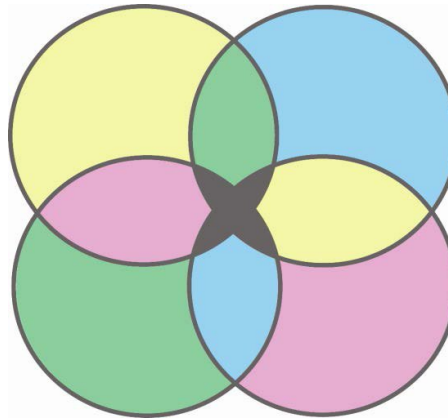


Domain 4: Professional Responsibilities

4d: Participating in a Professional Community



The Framework for Teaching
Charlotte Danielson

6/12/13

Objectives

4d: Participating in a Professional Community

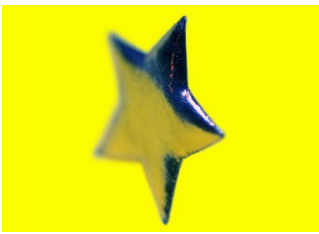
- ▶ Understand the elements of 4d
- ▶ Distinguish the difference in Levels of Performance
- ▶ Review examples of 4d behavior
- ▶ Identify my level of performance on 4d
- ▶ Incorporate strategies to improve my level of performance in 4d

Why Is “Participating in a Professional Community” an Important Component of Effective Teaching?

- ▶ Schools are environments to promote the learning of students.
- ▶ In promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students.
- ▶ Schools are professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community.
- ▶ This community is characterized by mutual support and respect, recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice, and ways to contribute to the life of the school.

Why Is “Participating in a Professional Community” an Important Component of Effective Teaching? (Continued)

- ▶ Teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both.
- ▶ These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization.
- ▶ With experience, teachers assume leadership roles in these activities.



The Elements

Relationships with colleagues

- ▶ Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

- ▶ Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

- ▶ Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

- ▶ Teachers contribute to and support larger school and district projects designed to improve the professional community.

Performance Grounded in Evidence

- ▶ Regular teacher participation with colleagues to share and plan for student success
- ▶ Regular teacher participation in professional courses or communities that emphasize improving practice
- ▶ Regular teacher participation in school initiatives
- ▶ Regular teacher participation in and support of community initiatives



Relevant because...

- ▶ The fifth-grade teachers work together to plan a unit on Mayan culture.

Relevant

- ▶ The data team meets weekly to look at the results of recent benchmark assessments.

Relevant

- ▶ A high school math teacher initiates the lesson study model with a group of teachers to improve mathematics teaching and learning at the school.

Relevant

Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ After each of the four descriptions, determine the performance level you would assign it and why.
- ▶ After all four, compare with your table and discuss specific reasons why you rated it as you did.

What Is the Level?

A. The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

What Is the Level?

B. The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

What Is the Level?

C. The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

What Is the Level?

D. The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

Level of Performance Answers

- ▶ A. Level 1 (Unsatisfactory)
- ▶ B. Level 3 (Proficient)
- ▶ C. Level 4 (Distinguished)
- ▶ D. Level 2 (Basic)

Any surprises?



Level 3 Proficient Critical Attributes

- ▶ The teacher has supportive and collaborative relationships with colleagues.
- ▶ The teacher regularly participates in activities related to professional inquiry.
- ▶ The teacher frequently volunteers to participate in school events and school district and community projects.

Level 2 Basic Critical Attributes

- ▶ The teacher has cordial relationships with colleagues.
- ▶ When invited, the teacher participates in activities related to professional inquiry.
- ▶ When asked, the teacher participates in school activities, as well as district and community projects.

Level 1 Unsatisfactory

Critical Attributes

- ▶ The teacher's relationships with colleagues are characterized by negativity or combativeness.
- ▶ The teacher purposefully avoids contributing to activities promoting professional inquiry.
- ▶ The teacher avoids involvement in school activities and district and community projects.

Level 4 Distinguished Critical Attributes

In addition to the characteristics of a level of performance 3:

- ▶ The teacher takes a leadership role in promoting activities related to professional inquiry.
- ▶ The teacher regularly contributes to and leads events that positively impact school life.
- ▶ The teacher regularly contributes to and leads significant district and community projects.

Level 4 Distinguished Evidence Examples Check

- ▶ The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.
- ▶ The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.
- ▶ The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.
- ▶ The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.

Level 3 Proficient

Evidence Examples Check

- ▶ The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.
- ▶ The teacher has decided to take some free MIT courses online and to share his learning with colleagues.
- ▶ The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.
- ▶ The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.

Level 2 Basic Evidence Examples Check

- ▶ The teacher is polite but seldom shares any instructional materials with his grade partners.
- ▶ The teacher attends PLC meetings only when reminded by her supervisor.
- ▶ The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."
- ▶ The teacher contributes to the district literacy committee only when requested to do so by the principal.

Level 1 Unsatisfactory Evidence Examples Check

- ▶ The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.
- ▶ The teacher does not attend PLC meetings.
- ▶ The teacher does not attend any school functions after the dismissal bell.
- ▶ The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."

Written Documentation

- ▶ You can share a variety of artifacts that illustrate your participation in professional communities.
 - agendas from meetings
 - data you have analyzed in a committee
 - notes from meetings
 - project results
- ▶ You will derive maximum benefit from such artifacts if you not only list, for example, the meetings of the curriculum committee on which you served, but also the contribution you made to the committee's deliberations.



Written Documentation (Continued)

- ▶ It is important to find artifacts that illustrate both the breadth and depth of your participation.
- ▶ As you collect evidence of your participation, consider how artifacts demonstrate the following:
 - Your willingness to participate in professional communities
 - The impact of the professional communities on your practice, your students, the school, and the district
 - The level of leadership you undertake
 - The demands placed on you by this leadership role



Teacher Interview



- ▶ The principal or another evaluator/observer may hold an interview with you to help determine your performance level in this component.
- ▶ This interview might be combined with a planning or a reflection conference or it might be conducted separately.
- ▶ Some districts have found that asking teachers to provide answers to the interview questions ahead of time or in writing is useful.

Teacher Interview (Continued)

- ▶ Some questions you might be asked in order to provide evidence for component 4d:
 - How have you collaborated with your colleagues this year? In particular, how have you worked with your colleagues to plan learning activities?
 - How have you helped your colleagues this year?
 - In which projects, committees, or professional learning communities are you involved this year? What is your role? What will this do for the school?



Observations (Continued)

- ▶ Teachers who are strong in component 4d are leaders among their colleagues.
- ▶ They are recognized by their ongoing dedication and involvement in the school's culture of professional inquiry.
- ▶ They initiate and provide support and guidance to others in the school as they seek ongoing improvement and dedication to students and the school-wide community.



Observations



- ▶ The principal or another evaluator/observer may choose to observe you in collaboration with colleagues, serving on a committee, and/or during a school event and will likely look for the following:
 - The extent to which you have volunteered to serve on committees or help with projects
 - Whether you have been nominated to take on a leadership role
 - How you are perceived by your colleagues
 - Whether other teachers look to you for leadership and guidance
 - To what extent you offer support to your colleagues

Discussion

- ▶ After reviewing the Performance Levels for **Domain 4d: Participating in a Professional Community**, explain some methods being used in your school district and why they are or are not effective based on the criteria learned in this component.

